

# etc magazine

City College of San Francisco | Fall 2018

## CHILD CARE: IT TAKES A CAMPUS

*A chance for student  
parents to get ahead*



## FOOD SHELVES FEED HUNGRY MINDS

*Pilot program addresses food insecurity among students*

# CONTENTS

Fall 2018

03

## Hungry Minds

*Pilot program addresses food insecurity among students*



08

## Not Your Grandpa's Work Bench

*Makerspaces on campus inspire hands-on learning*



16

## It Takes a Campus (To Raise a Child)

*Family resource center provides a chance for student parents to get ahead*



22

## Highs and Lows

*Three musicians struggle to find their tune*



# 13

## Virtual Classroom

*California schools ramp up online education*



# 27

## San Francisco Sufi

*Instructor Abdul Jabbar opens up about his experience being Muslim in America*



# 32

## More than Just a Resume

*How to rise above the pack when looking for employment.*



# etc magazine

Editor in Chief

**Emily Huston**

Photo Editors

**Eric Nomburg**

**Janeth R. Sanchez**

Design Director

**Amanda Nelson**

Lead Copy Editor

**Lisa Martin**

Staff Writers and

**Andy Damián-Correa**

Photographers

**Lisa Martin**

**Barbara Muniz**

**Amanda Nelson**

**Eric Nomburg**

**Janeth R. Sanchez**

**Manoj Subramaniam**

**Lina Zhu**

Copy Editors

**Antoinette Barton**

**Deidre Foley**

**Ana Maria Hernandez**

Adviser

**Jessica Lifland**





#### On the Cover:

Photo by Janeth R. Sanchez/Etc Magazine. Olivia Liu, 1, plays with a toy at the Family Resource Center at Ocean campus, where she is dropped off once a week. The Resource Center provides student parents a safe and affordable childcare space to drop off their children, allowing parents some time to study or attend class.

#### Back Cover:

Design by Jonathan Burroughs, Emerge Studio/Design Studio Practicum Visual Media Design Department.

#### Special Thanks:

Etc Magazine would like to thank Colin Hall, John Seckman and Lorraine Leber's design students for submitting their back cover promo ad designs. Manuel Saballos, our Mission and Ocean Campus Media Center lab technician. Our printer Sanjay Sakuja with DPI Printing. And Muddy's Cafe, for allowing our editing staff to meet there.

#### About Etc Magazine:

Etc Magazine is an award-winning student publication. It is written, edited, photographed, illustrated, designed, produced and distributed by students enrolled in the Journalism program at City College of San Francisco.

The magazine is devoted to fair and objective reporting. We cover the important issues facing the college, its students, faculty, staff, administration and the surrounding community. Any opinions expressed in the publication represent the views of the students who authored them. Etc does not purport to represent the views of the school's administration. The magazine comes out twice a year: once in the spring and again in the fall.

# Editor's Note

Drop a stone into a lake and soon enough its vibrations kiss the outer edge. In producing this issue of Etc magazine, our staff keenly felt the ripple effect of what's happening in the larger media landscape.

Trump's propaganda campaign against "fake news" has dug thorns deep across the country, with CNN's chief White House correspondent Jim Acosta briefly banned from 1600 Pennsylvania Ave. and readers inclined to believe a Facebook feed over a national news house.

We suspect you've heard this all before. Yet as student journalists at City College, we didn't expect to encounter this brewing distrust of the media from our own administration.

Interviewing faculty and staff became fraught with go-betweens, forcing writers to chase their sources in circles for the facts. Arranging conversations and scheduling photo shoots on campus – already tasks that require tenacity and persistence – became an even tougher pursuit for access.

As fledgling journalists, we've learned to enjoy and overcome the obstacles while developing a story: the unreturned phone calls and the search for sources as deadlines swiftly march forward. Our staff hoped to find more support from the administration when we needed crucial access, instead of wariness and red tape.

In "It Takes a Campus (to Raise a Child)" Janeth R. Sanchez profiled City College's Family Resource Center and its importance to student parents' access to education. While researching the childcare program's funding, the office of Student Equity, responsible for providing the money, forwarded all questions to be answered by Connie Chan, director of media relations.

As Andy Damián-Correa researched City College's online education program in "Virtual Classroom," the administration also repeatedly deferred to Chan. After a month of back and forth, Correa was only allowed to interview CityOnline dean Cynthia Dewar with Chan present in the room.

In "Hungry Minds," I reported on widespread food insecurity among City College students and a new food shelf program launched to help. Etc photographers were denied access to the Queer Resource Center's food shelf because staff claimed the administration said we needed written waivers from students. Normally while photographing a public campus for press use, verbal permission from the department and student being photographed is enough.

Many of our stories did move forward without any administrative pushback.

In "More Than Just a Resume," Lina Zhu and Barbara Muniz profiled three students in their search to gain employment after college. Manoj Subramaniam's story "Highs and Lows," followed on that note, detailing how musicians make it in the high-cost landscape of San Francisco.

Lisa Martin's "Not Your Grandpa's Work Bench" showcased the new maker movement on campus that's picking up speed with new City College courses, makerspaces and a state-level grant.

In a profile piece on City College professor Abdul Jabbar, Eric Nomburg introduced an instructor who in fifty years of service to the school has steadily improved the Middle Eastern Studies program, despite widespread fear and misunderstanding of Islam.

A reader picks up a magazine for a fresh perspective and this issue offers plenty. As an award-winning publication, our team followed in the footsteps of our predecessors to dig for the truth. A heartfelt thanks goes to our advisor Jessica Lifland, who gave our staff the courage to keep pushing and deliver the issue that you hold in your hands.

Emily Huston, Editor in Chief



# HUNGRY MINDS

**Pilot program addresses food insecurity among students**

**Story by Emily Huston**

**Photos by Janeth R. Sanchez**

Aliyah Dunn-Salahuddin, chair of African American Studies, offered her turkey sandwich to a student on the City College football team. He was eating a can of spinach in the cafeteria because he couldn't afford anything else. That was nine years ago. "I've always been giving out food, always," Dunn-Salahuddin says.

Many City College students hunger for more than knowledge. It's not uncommon for professors to buy snacks — or even bring meals from home — for students facing inadequate access to food.

Just down the hall from Dunn-Salahuddin, Jennifer Dawgert-Carlin, chair of the Behavioral Sciences

Department, recalls a student who was shaking in her class. Dawgert-Carlin asked if she was okay and she replied, "I just haven't eaten today." Ever since, Dawgert-Carlin has offered snacks from her office at Batmale 354.

When English professor Jennifer Levinson surveyed her classroom for food security, one student wrote, "It's easier to get drugs than it is to get food." The student spoke as a mother who preferred to feed her child before herself and used drugs to quell her aching stomach.

These hungry students prefer anonymity, but are part of a very real problem at City College: food insecurity.

Above: Student Angelica Cabral, blows on a hot Cup Noodles. She relies on the food shelves at school for food during the day. "It's hard to study when your body is not running on fuel," she says.

Out of a survey of 1,100 English students, administered by the City College Food Pantry Work Group, 41 percent reported food insecurity and 20 percent reported severe food insecurity. According to a 2018 national survey (the largest of its kind) by independent research institution Wisconsin HOPE Lab, 42 percent of community college students fall into the highest category of food insecurity. This includes those who, on a weekly basis, skip meals, lack nutritious or culturally appropriate food and skimp on meal portions.

As opposed to the physical sensation of hunger, food insecurity is defined by the U.S. Department of Agriculture as the

lack of available financial resources for food at the household level.

“There’s a concern that I won’t be able to meet my personal food needs today. Or that I have to worry about whether or not I’m going to be hungry today. That’s food insecurity,” says Dawgert-Carlin, who speaks from experience. She, like many professors who give food to students, was once on the other side of that relationship.

As a young student at City College, Dunn-Salahuddin also struggled with food insecurity. She now helps run a food shelf and has brought plates of spaghetti from home to share with students.

“Having all my stuff in a bag and not knowing where I’m going to sleep, let alone what I’m going to eat, is a reality for so many City College students,” she says.

Food insecurity has implications on a student’s academic performance, retention and ability to graduate. The Wisconsin HOPE Lab found that a sizable fraction of students who were getting grades below the C average were dealing with food insecurity, housing insecurity or both. As former Director of Student Health Services Becky Perelli asks, “If you don’t have (food), how can you possibly work on academics?”

Fed up that City College had few resources

to help, a small group of faculty, staff, and community members — including Dunn-Salahuddin, Dawgert-Carlin, Levinson and Perelli — formed the City College Food Pantry Work Group. What started as a handful of people has grown into a 40-strong email list that includes community activists and students.

“We did things when no one else would because students were hungry today and yesterday,” says Levinson at the group’s October meeting.

Their efforts paid off. The work group, in coordination with the administration, piloted the On-Demand Food Shelves Program in February 2018. Now in its second semester, six food shelf locations at Ocean Campus offer any student two snacks per day. It’s not a food pantry with proper groceries, but it’s a way to get food to hungry students now.

At the Women’s Resource Center food shelf, Jalaya Morales, a third-year journalism student, prepares herself a cup of instant noodles. While between paychecks working at the Dollar Tree, she went around asking friends for food and was referred to the shelves. She’s been using them twice a week since.

Student Ken Young, who plans to study medicine, speaks to the importance of the shelves as a way for students to have



Angélica Cabral, a social and behavioral sciences student, brings snacks from the food shelf to eat during her African American History class.



Cup Noodles, instant oatmeal, apple sauce pouches and candy at the the LINK Center food shelf.

what they need to stay healthy and be focused. “As a potential doctor, you have to listen to your body,” he says, grabbing a granola bar from the shelf at the African American Studies Resource Center.

For students like Morales and Young, the food shelves are a way to get through a long day of classes and a lifeline when tight on money at the end of the month. Other students rely on the oatmeal, tuna, peanut butter, coffee and, yes, ramen for food all week long.

At the center for Homeless At-Risk Transitional Students, HARTS, Program Coordinator Maraea Natua Master sees famished students — and not just homeless students — who rely on their food shelf for meals everyday.

“I remember. I was a HARTS student. The dollar store and a cup of noodles saved my life,” Master says.

Yet there’s only so much a bowl of instant ramen or packet of oatmeal can do to help students.

Nine student workers who help run the food shelf at the Linking Learning and Action Center signed a petition protesting the low nutritional value of the foods

being supplied by City College to the shelves. "What's the difference between a Cup Noodle with 51 percent of the daily value of sodium for a person with a 2,000 calorie per day diet versus a meal at McDonald's?" the students write.

One student worker at HARTS, who prefers to remain anonymous, also expressed frustration over the choice of food items on the shelves, some of which are impractical for students without access to refrigeration or kitchens.

"Even when I was homeless, I wouldn't want to sit down and eat an entire can of corn," she says, brandishing a 16-ounce can of corn kernels at a student government meeting. "Would you want to eat this?"

Despite ongoing conversations with the SF-Marin Food Bank about a proper food pantry on campus, many wondered if plans would move forward.

Meanwhile, the food shelves opened in

February 2018. Work group members and the student resource centers bought food from their own budgets.

**"I remember, I was a HARTS student. The dollar store and a cup of noodles saved my life."**

**– Maraea Natua Master**

When the June 2017 state budget was passed, \$2.5 million in Hunger-Free Campus funds were allocated to 114 community colleges. City College was allotted \$49,000, only available after a detailed plan of its allocation was submitted.

The work group won a big victory this past October when Associate Vice Chancellor Elizabeth Coria officially announced a pop-up food pantry at Ocean campus slated for January 2019. "Food insecurity is not just a low-income student issue. Food insecurity is a CCSF issue," Coria says.

With the funds secured, management of the food shelves transitioned from the work group to the administration. However, there have been major slip-ups along the way. As Dawgert-Carlin says, "It was all a big mess at the beginning."

At the start of the fall semester, the shelves lay bare, with students and faculty left wondering when they'd be filled. Although some shelves were stocked with faculty donations, others remained empty. Hungry students who went to the resource centers were turned away.

In the meantime, work group co-founder Levinson organized an offensive. Forty faculty and staff separately called Associate Vice Chancellor Coria to look into the status of the funding for the food shelves. After a meeting between Coria and representatives from the work group, the administration provided the first batch of food a full three weeks after classes had started.

After the resource centers went through



Professor Aliyah Dunn-Salahuddin restocks the African American Studies Resource Center food shelf with granola bars. Dunn-Salahuddin is sensitive to the needs of hungry students because she was food insecure herself as a student at City College.



Meg Brittain restocks the LINK Center food shelf with trail mix, graham crackers, apple sauce pouches and granola bars.

the first batch of food, there were periods when the shelves weren't restocked. "I'm on a trial and error basis right now," says Amy Coffey, management assistant of student activities, in regards to stocking the six food shelves. There's a lot on her plate, but for many students there's not enough on theirs.

The so-called "starving student" is a trope that goes deeper than imagined. Food insecurity intersects with income inequality, food deserts and housing insecurity across San Francisco. Students have the additional stress of schedules strained by the demands of jobs, classes and school-work, plus transportation costs and school supplies.

"The reality is, to go to college now, (students) are having to overcome many more obstacles," Dunn-Salahuddin says. "They will sacrifice eating just to get to class that day. And that breaks my heart."

The data backs her up. According to the Wisconsin HOPE Lab study, food insecure students care just as much about school as their peers, but have more hurdles to success.

Whether or not students struggle to access food, they spend the same amount of time attending class and doing homework. Yet, according to the same study, those under the stress of food insecurity spend more time taking care of family members and commuting, and less time on leisure activities and sleeping.

For students, teachers and anyone dropping by, the shared table of the food shelf builds community.

In the African American Studies Resource Center, amid the midterm studying buzz of her fellow classmates, student Brie Love shares a plate of take-out with Dunn-Salahuddin and complains that there are few affordable options at Ocean Campus.

"I can't get anything under five dollars on this campus," Dunn-Salahuddin says, adding that she's not above using the food shelf herself.

"It's the difference between a student

coming to learn or not. I don't want to come to school if I'm hungry all day," Love says.

Dunn-Salahuddin is inspired by the Black Panthers, who gave free breakfasts to elementary school students in the 1970s.

**"It's is the difference between a student coming to learn or not. I don't want to come to school if I'm hungry all day."**  
- Brie Love

"I feel like giving is contagious," she says. "We don't have to wait on institutions or systems or bureaucracies to give us what we need. We can manifest it ourselves, little bit by bit. An apple at a time, a can of tuna at a time."

There's a heavy stigma attached to food insecurity. "We have this stereotype that people that don't have enough to eat or that are struggling financially are somehow bad people, that they somehow deserved it," says Dawgert-Carlin, referring to the "just-world hypothesis" that good things happen to good people and vice versa.

The assumption then becomes: "If something bad is happening to someone, they must be a bad person," she says.

For example, "If you're a person who doesn't have enough food to eat, then maybe you shouldn't have an iPhone... Or maybe you shouldn't have spent your money on a latte" she continues.

"You end up getting this idea that if you are struggling or failing in San Francisco, there's something wrong with you," Dawgert-Carlin says. "That doesn't make you a bad person. It makes you a normal person."

After the food pantry at Ocean is established in partnership with SF-Marin Food Bank, Coria says they will explore expanding to the ten City College centers around San Francisco.

Meanwhile, in every classroom of 40 students at City College, ten are food insecure. Feeding students – through the shelves and the pantry – is caring for students. It's a means to feed their success.

"There's something about the emotional experience of feeling like you're cared about," Dawgert-Carlin says, as her eyes well with tears.

"There's something about when the school cares about you and your instructors care about you. We want you to succeed.

"And if we're only saying we're going to feed your mind, but we're not going to feed your body, it's not enough."



**City College On-Demand Food Shelves**  
Pick up a free healthy snack at:

|   |                        |
|---|------------------------|
| <b>African American Studies Resource Center</b> | Batmale 325            |
| <b>Jennifer Carlin's Office</b>                 | Batmale 354            |
| <b>HARTS</b>                                    | Student Union/MLK Rm B |
| <b>LINK Center</b>                              | MUB 301                |
| <b>Queer Resource Center (QRC)</b>              | Bungalow 201           |
| <b>Women's Resources Center (WRC)</b>           | Smith 103/4            |

For additional assistance contact the CalFresh Program

# MAKERS

*Not Your Grandpa's Workbench*



Students in City College's MAKR 100 class work with paper and electronics to create elements of a city skyline in the new SMART hub maker space.

## Makerspaces on campus inspire hands-on learning

Story and Photos by Lisa Martin

The meeting of the City College Maker Club is not quite over when a dozen or so members file out of the Collaboratory. They gather at the planter just outside of the Rosenberg Library's doors. There's a sense of anticipation, but everyone is being coy.

Maker Club member Ryan Sternlicht rests a backpack on the edge of the planter and pulls out a pair of gloves attached with cables to a homebrewed device the size of a shoebox.



City College student Ryan Sternlicht puts on the gloves of his flamethrower as part of a demonstration outside the new Collaboratory makerspace located in Rosenberg Library.



Sternlicht and the other members consider themselves “makers.”

A maker is, broadly, anyone who makes or creates: from artists to inventors to chefs to entrepreneurs.

A makerspace is a hands-on, interdisciplinary workshop where cutting-edge equipment can be shared by a group.

Part of the appeal of makerspaces is that people who couldn't individually afford the latest equipment can have access and use it.

Sternlicht puts on the backpack and gloves, then briefly considers the direction of the wind. With a flick of his wrists and a clap, fireballs burst a couple of feet out from his gloves.

This isn't the sort of thing the Maker Club is planning to build anywhere on campus, Sternlicht is careful to say. It was made off campus at Noisebridge, a San Francisco

makerspace in the Mission District that has been around since 2007.

The flamethrower demonstration shows what is possible with the kind of skills and community support that the maker movement builds.

Community-driven, the maker movement aims to connect people who make things, create opportunities for makers and celebrate the innate human drive to build.

Both the Maker Club and the Collaboratory are part of City College's ongoing efforts to create an ecosystem for the maker movement on campus.

Almost two years ago, the college began developing a Maker Studies program and the MakerSphere, a network of three campus makerspaces: the Collaboratory and SMART hub at Ocean Campus and the Industrial Center at Evans Center. This was made possible by a \$700,000 grant from the California Community College Chancellor's Office.

### **The Maker Movement and Making Money**

Professor Eugene Young shows off the new laser cutter in Science 211, the SMART hub. “We’re talking about a very expensive tool (the laser cutter) not accessible to the general public and now this stuff is like... oh wow! I can actually build something on the cheap with my disposable income,” Young says.

Officials at the state level want to invest in creating makerspaces, because they see these spaces as centers for entrepreneurial innovation and for building the kinds of science, technology, engineering, art and mathematics, STEAM, skills in demand for today's job market.

“The kind of job that students will be looking for and having an opportunity for require an interdisciplinary knowledge,” says Maura Devlin-Clancy, professor at the Computer Networking and Information Technology Department, CNIT, and MakerSphere coordinator.

“There's so many jobs that involve some coding, some knowledge of design. Everybody needs to be able to work in a team,” she adds.

The California Community College Maker Initiative was created by the California Community College Chancellor's office to funnel \$17 million in grants into community colleges to grow the kind of maker culture that will, according to its official website, “enable students to explore, create and connect in new creative ways,” Devlin-Clancy says.

Each college that received grant money was given the freedom to choose how they promote “making” on its campus.

At City College, faculty members, librarians, students, administrators and staff provided input on the makerspaces. They have developed new curriculum that includes MAKR 100, an introductory course. A certificate in maker studies is in the works.

Part of the MakerSphere mission statement is to make sure that students outside the Maker Studies program use the space as well. That means outreach to departments that aren't traditionally “maker” like Child Development Studies or African American Studies.

Additionally, they've made it their goal to place 65 students into STEAM-related internships before May 2019.



Jess Nguyen, right, explains to the class the inspiration for her paper crafting project which was a smiley face with a functional drawer to the MAKR 100 class. At left is Inga Frolova and center is Andrew Haskins.



Jhoanny Chong, right, laughs while using the laser cutter for the first time in the MAKR 100 class. At left is Elliott Lannen.

With the Maker Studies program in place, City College is partnering with SFMade, a nonprofit dedicated to promoting small manufacturing businesses within the city, with the intention to place students in relevant, paid internships.

One of the advantages of working with Bay Area manufacturers as an intern is that they tend to be smaller operations, so students are more likely to be working closely with the founder or owner of that company, says Rima Vora, SFMade's workforce coordinator.

According to Vora, City College will pay for 20 hours of an internship.

### The Maker Movement Curriculum

The three-credit MAKR 100 class is taught by three instructors. Young teaches the first unit on papercrafting, followed by a section on coding by Devlin-Clancy and Suzanne Puig wraps it up with a metalworking unit.

By mid-semester, the class has transitioned to Devlin-Clancy, and students are adding LEDs to new paper models made with the same techniques learned under Young's direction.

Young, who has been tinkering with toys and creating art since he was a child, is

enthusiastic about teaching students how to create three dimensional objects with a "flexible, relatively cheap, staple material."

He assigns open-ended projects because this reflects the challenge of working with clients. Each week he introduces a prompt to challenge students to rethink what they're making.

By the time the class presents their papercrafting projects, what started as flat patterns that fold simply into three-dimensional block letters or numerals now include movement, modularity and purpose.

Some projects no longer look like their original shapes at all. There's a "4" that transforms into an airplane, a Pi symbol for slicing pie, a working candy dispenser and a "V" that opens and closes like a stapler, just to name a few.

Both students who are enrolled in the course and other members of the Maker Club are drawn to the maker movement for a number of reasons. Jess Nguyen came to City College interested only in metalworking, but joined the class after learning about it from Puig. "People want to do things in other disciplines," Nguyen explains.

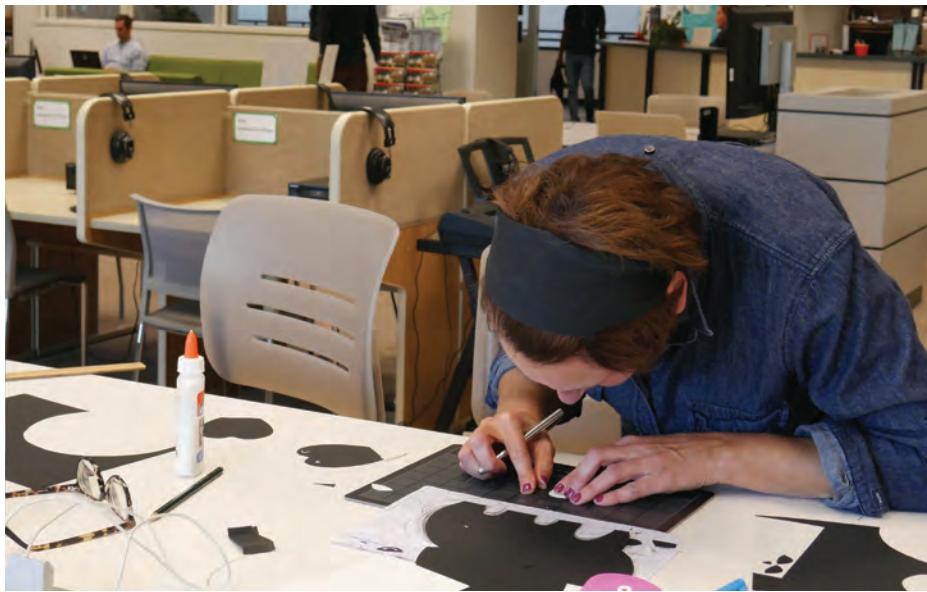
"I think students are excited to be able to use the modern tools... and then sort of build depth in the areas that they're interested in," Devlin-Clancy says.

During the fall semester, the Maker Club met at 4:30 p.m. on Thursdays. The first meeting drew at least 60 students. Club president Jhoanny Chong believes the numbers would have been higher, if not for scheduling conflicts.

### The Plan for MakerSphere at City College

Prior to becoming the Collaboratory, the space at Rosenberg Library was the underutilized Media Center and Language Laboratory.

Donna Reed, dean of Rosenberg Library, joined City College just before the grant became available. "I was already thinking about what we could do with the space and how we could reactivate it and re-energize it, so when the makerspace grant



Inga Frolova cuts out a paper elephant as part of a papercrafting assignment for the MAKR 100 class in the Collaboratory.

came, it just seemed very synergistic,” she says.

This location will be the “soft center” of City College’s triad of new makerspaces, meaning that the equipment in this space will not make as much of a mess nor require much safety training.

The MakerSphere organizers chose furniture with collaboration in mind. The couches of the Collaboratory curve into semicircles perfect for small groups. The computer desks have dividers set up only between every two computers so students can work in teams.

Despite the changes, their plans include keeping the Media Center’s collection, equipment and meeting space available for language students.

Their plans still included the Media Center’s collection and its equipment as well as meeting space and computer access for language students.

“I really like it,” says Chong, who was working at the Media Center last year when she first heard about the plans. “I didn’t really know how it would turn out, the makerspace or the Collaboratory space, but I really like how they set the desks and how spacious it is.”

With the 3-D printers plugged in, Maker Club members experimented by creating a plastic chain.

“I was playing with the 3-D printer and it was easy,” says Chong. “But there’s some stuff that we need to get deep into so (the prints) will come out perfectly.”

Likewise, classroom Science 211 was underutilized before it was transitioned into the SMART hub.

“It was set up like a chemistry lab, but it wasn’t a chemistry lab,” Devlin-Clancy says.

On the floor you can still see where the old chemistry tables stood. Piping, old cupboards and a shower were removed as well.

The space now has tables that can be moved around as needed. There’s the laser cutter that Young has been so eager to experiment with. They painted the wall a bright green to match the SMART hub branding on their website.

### New Branding for the Old Workshop

Makerspaces aren’t new to City College. Case in point: Evans Center.

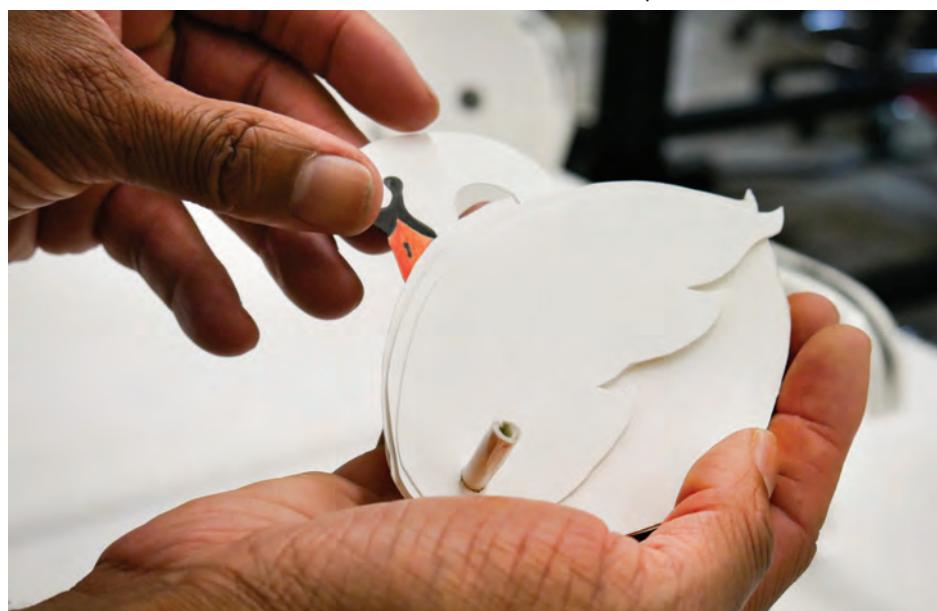
When carpentry professor Arcadia Maximo heard the dean of Evans Center talking about the new maker initiative for City College, her ears perked up.

“When you look at all the classes that we offer here – whether it’s a woodshop class or a lot of the auto body classes, the welding classes – those are all skills that someone interested in this whole maker movement would need to come here for,” Maximo says.

There’s a nook right inside the entrance to Evans Center. It’s a dark little spot beneath a staircase with a table covered in leaflets and newspapers.

Maximo wants to reclaim this space to display the work that Evans Center students create.

Evans Center students want to know when the maker movement is coming to their campus. “It’s already here!” Maximo says. “And this is why we need to rebrand our-



Eugene Young shows off a paper crafted swan made by a student in the MAKR 100 class.

selves. You're making already!"

They already have a woodshop, sewing room, open automotive space and welding room.

To better incorporate Evans Center into the MakerSphere network, the Industrial Center plans to do more outreach to students, install video conferencing to connect it to other campuses and upgrade

## This ethos of learning by doing permeates maker culture as a whole.

both equipment and common areas.

As people "skill up" at the Collaboratory and SMART hub on Ocean Campus, they'll need to move on to Evans Center if they want to undertake more ambitious projects or turn prototypes into finished products.

Currently, the only way students can use the spaces at Evans is if they're enrolled in a corresponding class. "We're kind of nervous, because even our experienced students do things that are not safe," Maximo says.

Evans Center will become more of a focus in the coming year. Maximo, for example, is interested in teaching students how to build a tiny home. She already has a



Above left: A student wires a circuit with copper tape to light LEDs inside what will be a castle tower for a skyline project in the MAKR 100 class in the SMART hub. Above right: In the same class, Robbie Beueller works on his concept for a tower using cardboard, construction paper, copper tape and LEDs.

trailer frame for one sitting in the back of the center.

### Making It Last

In the near future, the Maker Club plans to recruit experts to give talks, do projects and offer demonstrations. For Chong, it is the hands-on work that really interests her.

"People learn by making so it's better if we start making than just listening," she says.

This ethos of learning by doing permeates maker culture as a whole and is apparent in City College's approach to developing the program.

"With the grant-funded project, sometimes you have known objectives and sometimes there are unexpected outcomes," Devlin-Clancy says.

For the Maker Studies program, these objectives are well on their way to being achieved.



The Collaborative Design certificate is now available from the Maker Studies department and more certificate programs are in the works. The Collaboratory and SMART hub are open. Establishing a partnership with SFMade has opened a new avenue for City College students to get internships.

There is, however, some flexibility in their plans and Devlin-Clancy hopes to introduce more classes to the program that are driven by the interests of teachers.

For Young, it's a matter of using what's available. "If you give me access to these kinds of tools, then I've got to use them," Young says.

The California Community College Maker Initiative grant presented an opportunity for the college to do something new on campus. The seed for City College's own maker movement has been planted and is ready to grow.

# VIRTUAL CLASSROOM



## CALIFORNIA SCHOOLS RAMP UP ONLINE EDUCATION OFFERINGS

Story by Andy Damián-Correa

Illustrations by Lisa Martin

**A**fter finishing his online six-week intensive Audio-for-the-Web course, Korey Smith says "Online learning is not the next big thing, it is the now big thing."

Online classes are no longer novel, experimental or rare.

Anyone in California may take classes through CityOnline, City College's online portal. Although it was rebranded as CityOnline in 2018, the school has been offering online classes since 2000.

These courses are designed for students with busy lives and work schedules, but provide the same content, credits and transferability as in-person instruction.

"A single teacher can reach thousands of students in an online course, opening up a world of knowledge to anyone with an internet connection," says Vice President of City College Faculty Union AFT 2121

To keep that face-to-face element a part of the learning process, some courses combine online learning with in-class interaction. City College offers these hybrid courses in a wide range of subjects such as Asian art history, French, business law and child development.

"Online education is still in its youth. Many approaches are possible and some may

**"The level of commitment and engagement are the same in an online course as they are for a campus course. It's more convenient, but it's not easier."**

— Wynd Kaufmyn

Wynd Kaufmyn, who teaches face-to-face and online classes at City College in engineering and technology.

"This limitless reach also offers substantial benefits for school districts that need to save money by reducing the number of teachers," she adds.

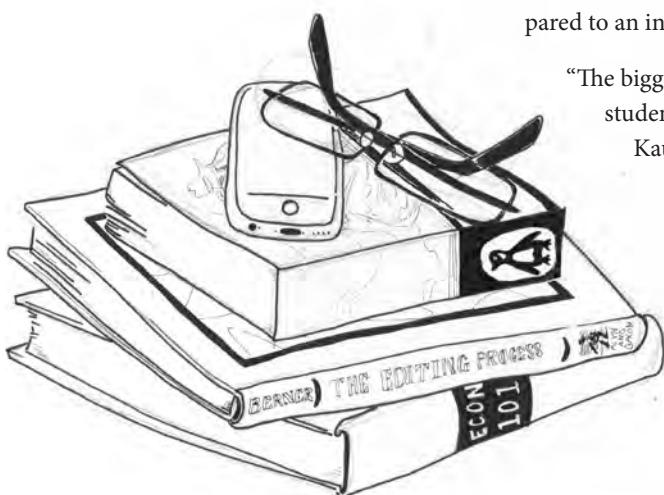
Kaufmyn has been teaching online classes since they were introduced to City College 18 years ago. Today, she teaches a majority of her courses online and hosts office hours to meet with her students in person. This interaction is essential in grasping "technical, abstract concepts (and) humanizes the process" for students, she says.

ultimately benefit students with deep and diverse needs. As of now, however, the evidence is clear; for advanced learners, online classes are a terrific option, but academically challenged students need a classroom with a teacher's support," says Max Hirschfeld, student representative of the Board of Trustees.

Students gravitate toward online classes because of their flexibility, but also because they are perceived to be easier.

Da Lee, a City College student taking an online course in public speaking, says some students assume they "can just put it off and do it later" because of the lack of student-teacher communication compared to an in-classroom experience.

"The biggest problem I see with my students is time management," Kaufmyn says. "The level of commitment and



engagement are the same in an online course as they are for a campus course. It's more convenient, but it's not easier."

Students want to learn. They understand the importance and value of getting an education, yet many are too busy or have too far of a commute to commit to being on campus three to five days a week.

The educational value of online courses has been debated for years. In 2017, an analysis of 99 studies by the Department of Education concluded that online instruction, on average, was more effective than face-to-face learning.

Online course offerings at City College have increased by approximately 20 to 25 percent each semester from Fall 2016 to Spring 2019.

"City College Online has been back on track and on the path to greater success, thanks to the support from our student community, and hard work and dedication from our faculty, staff and administrators," says Cynthia Dewar, Dean of Online Learning and Educational Technology.

However, in spite of the program's success or perhaps partially because of it, CityOnline will soon face new competition for student enrollment.

As requested by Gov. Jerry Brown, the California Community Colleges organization, known as the CCC, plans to create a statewide online-only community college.

In the spring of 2017, Gov. Brown asked the CCC Chancellor Eloy Ortiz Oakley to establish a community college that offers fully online degree programs to make college more accessible and affordable.

In response to the governor's proposal, a broad coalition of California's leaders supported the idea of an online community college.

"With respect to higher education, it is clear just how much of our prosperity depends on the intellectual contributions of our institutions of higher learning. Even with

so many of our students attending college, there are still 2.5 million Californians between 25 and 34 who are in the workforce, but lack a postsecondary degree or certificate.

These men and women often go out of state or pay high tuition at for-profit institutions to improve their skills and employability. For this group, I want to create the California Online College so these overlooked Californians can get the training they need conveniently and at very low cost," Gov. Brown said in his 2018 State of the State address.

This statewide online college plans to begin offering courses in the fall of 2019 and is expected to cost \$240 million over its first seven years, in addition to the funding the college will receive for each enrolled student. It will become the 115th institution in the California community college system.

Tim Killikelly, former president of the City College faculty union AFT 2121, says the online college would directly compete with existing online course offerings by community colleges.

"I don't know why a student would rather take an online course at a fully online college rather than at a local college," Kaufmyn says. "I'm not sure what problem they are trying to solve."

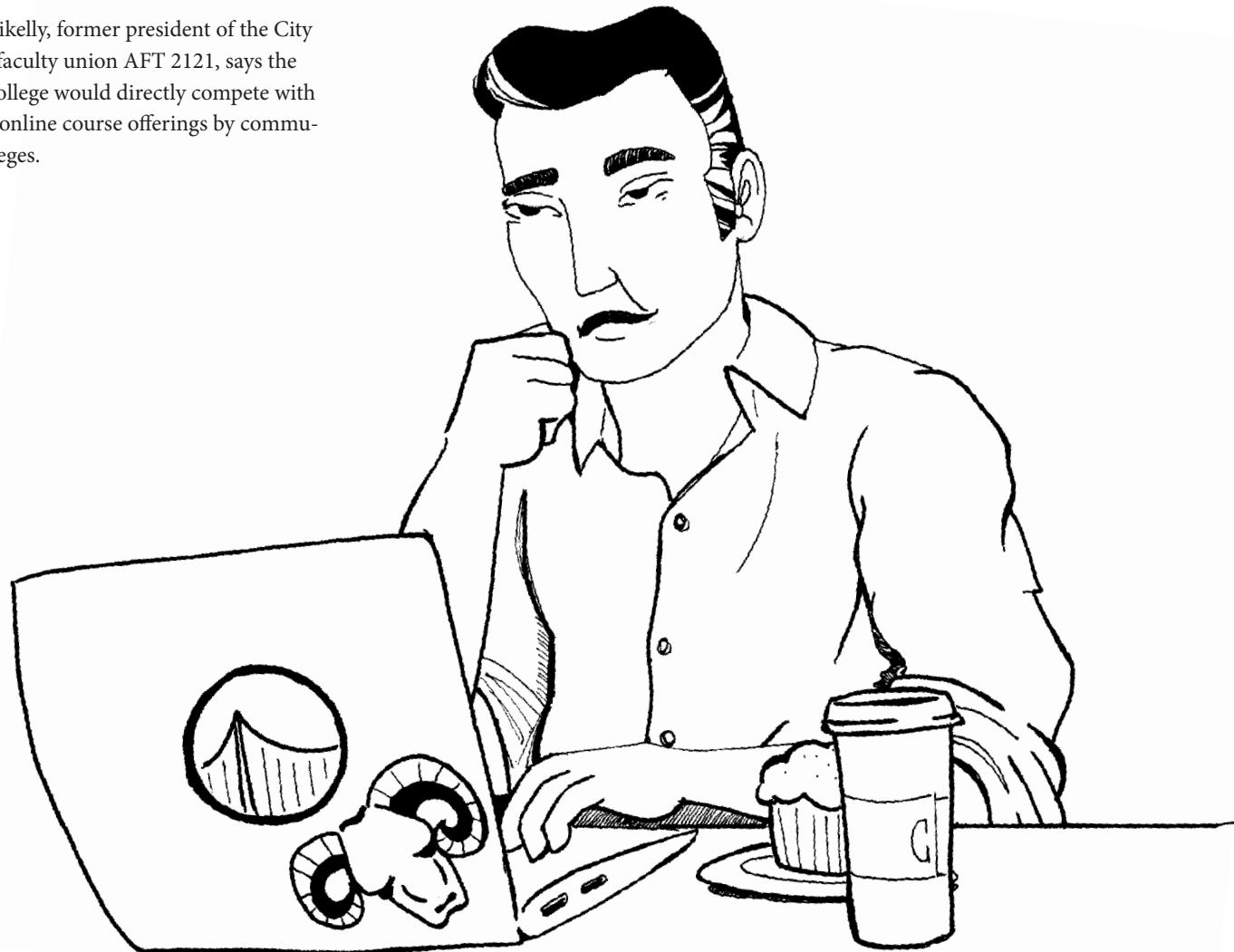
future of education. For some Californians who don't live within an easy commute of a community college, the traditional classroom is not accessible. Others simply prefer an online approach.

**"A single teacher can reach thousands of students in an online course, opening up a world of knowledge to anyone with an internet connection."**

– Wynd Kaufmyn

In spite of the potential tug-of-war for student enrollment between community colleges and the new statewide online college, City College administrators and the California Community College Organization agree: online learning is the

Meanwhile, as high-speed internet becomes more affordable and widespread, virtual doors will open for more students to receive a tangible and quality education.





# It Takes a Campus *to raise a child*

Muna Allabani, 15 months, left, and Audrey Zhang, 1, right, play at the Family Resource Center while student parent volunteer Judy Ping fills out her child's profile book.

## Family Resource Center provides a chance for student parents to get ahead

Story and Photos by Janeth R. Sanchez

Candice Branner had her schedule ready for fall semester. Her biology, English and social studies classes were all in the morning, three days a week. There was just one last thing she needed to arrange: child care for her son Marcus Parker.

Parker was not eligible for the City College daycare program offered through the Child Development Laboratory School, CDLS, located on Ocean Campus. It offers part-time and full-time child care options to families who make under a particular income threshold. For example, a family of three with a household annual income of more than \$63,240 becomes ineligible to

access the Child Care Development Center, according to the California Department of Education income eligibility guidelines.

Additionally, children have to be at least 18 months old. Parker was only 16 months old.

Fortunately, at the end of the previous semester, a Cal-Works counselor informed Branner about an alternative child care service offered through the Family Resource Center, FRC, in the Student Union building at Ocean Campus.

The FRC welcomes children as young as six months old and allows drop-ins



Ilyana Wald, 2, plays on the plastic slide while her father Peter Wald, biology student and stay-at-home father, studies in the Family Resource Center's adjacent lab.

for children as old as 12, making Marcus eligible.

They offer two types of child care: a parent exchange program and a drop-in service. The first option allows parents to leave their children for a few hours with a certified child care provider while they attend classes on campus and, in return, they volunteer up to two hours a week at the center.

The second option requires no volunteer service, although it is encouraged; parents must remain within the building in an online lab adjacent to the center. It is ideal for parents who may have to log into an online class or need some quiet time to study.

Both services are free, for a maximum of three hours per day and nine hours per week.

Branner enrolled Marcus in the exchange program which allowed her to attend class and continue to pursue her Criminal Justice associate degree.

"I just wouldn't be here," she says. "If the center isn't here, enrollment drops for student parents. I was able to take English 1A during summer, when Marcus was 15 months old."

According to data from the Children's Council of San Francisco, the average cost of a full-time child care center for children 0-2 years old is \$2,459 per month and

\$1,880 for children 2-5 years old. Online child care platform Care.com suggests that the hourly rate for a babysitter in San Francisco should be \$15.50 per hour, an amount that varies according to experience and level of education.

meantime, she was pursuing an Early Childhood Education degree to create a better life for her and her 4-year-old daughter Ellen.

She met with other mothers on welfare on campus and together they formed Student

**"If the center isn't here, enrollment drops for student parents. I was able to take English 1A during summer, when Marcus was 15 months old."**

– Candice Branner

For the last 20 years, the City College FRC has been taking a huge burden off student parents who want to place their children in a safe environment or with someone they can trust, but cannot afford any other options.

Tracey Faulkner was a struggling full-time student and single parent at City College in 1997 when she discovered the new Federal Welfare Reform Act signed by Bill Clinton. This law required single parents on welfare like herself to work for 32 hours per week in order to receive assistance. Failing to do so would result in reduced benefits or no benefits at all.

Faced with losing her benefits, Faulkner had to do something extraordinary if she wanted to continue her education. In the

Parents United that later became the Family Resource Center task force.

The group worked to create a supportive community among lower income families with different backgrounds and ethnicities, whose access to education would otherwise be delayed due to lack of adequate affordable child care services. As a task force, the group's mission was to build a center to fill this need.

The creation of the center became possible after 15 months of advocacy and support from a collaboration of on- and off-campus organizations including the Student Activities office, the Child Development and Family Studies department and Lifetime, a U.C. Berkeley nonprofit organization.

The Chancellor's office approved funds for a licensed child care specialist; Associated Students granted them \$15,000; the Student Union donated the space where the FRC is still located; and the nonprofit Christmas on April volunteered to build the center.

When the FRC opened its doors in January 1999, there were only six families using the drop-in service. Since then, it has helped around 800 struggling families.

Even after Faulkner transferred to San Francisco State for her bachelor's degree, she continued to advocate for the center and in 2003 she came back to become the coordinator.

To reduce costs during the college accreditation crisis of 2012, City College's administration suspended the summer child



Rosemeire Harris lets Safia (Hend) Chebab, 2, grab the spoon so she can feed herself strawberry yogurt during lunch time.

care sessions offered through the Child Development Lab, leaving it open during the Spring and Fall sessions only.

The FRC's own budget cuts kept Faulkner too busy trying to maintain the program to take over the Child Development Lab's summer session. Five years later, there was still no summer session child care anywhere on campus.

An initiative to restore child care during the Summer of 2017 was led by a single parent of three and social justice student, Heather Brandt. She along with the help of other student parents who were juggling their education and child care, appealed to the former Vice-Chancellor of Student Development, Samuel Santos. They hoped to reinstate summer child care through the FRC.

Other community colleges around the Bay Area — like Contra Costa and College of San Mateo — do have child care centers that remain open during the six-week summer session; however, applicants need to meet eligibility requirements for the child centers. These colleges don't offer a family resource center open to everyone, nor one that facilitates a drop-in service.

"The FRC option is great because it allows me to focus on my school work while getting free child care for my two year-old daughter Ilyana, for the block of time that I actually need without paying an 8 a.m. to 3 p.m. daycare," says Peter Wald, a stay-at-home dad and biology student who uses the center three days a week.

With the support of Santos, \$11,282 in Equity funds were provided to the FRC to run a pilot program during the 2017 Summer session.

That summer, the FRC served 28 student parents. Everyone involved thought it was a success and assumed the program would continue the following summer. They were surprised to learn that the FRC would not receive funding for the program to continue in the 2018 Summer session.

Faulkner appealed to the Dean of Students, Andrew King. He told her she could have two days to submit a proposal in order to request the funds from Student Equity, the office in charge of providing resources to



A certified child care provider and several aides need the help of student parents who volunteer a minimum of two hours per week to help take care of other parents' children.

help close the achievement gap among students. She did so on Dec. 8 and by Dec. 11 King replied via email:

"Unfortunately, the proposal for this summer will not be accepted for equity

funds. (Apparently, the former Associate Dean of Equity created an off-cycle process that will not be honored this semester.) However, I have your proposal into SA's program review, requesting additional funds for the entire year (including



summers), and I will speak to this proposal with VC Walton when I can."

Three days later, during the next Board of Trustees meeting, a group of student parents attended with their children to

request financial support for the FRC. They were thanked for their presence, but never heard back from the Board of Trustees.

The FRC waited two more months in hopes that their request for funds would be

reconsidered, and then in February 2018 they were told once again that the center's summer program would not be considered for funding.

Frustrated and worried about what she or

other parents would do with their children during the summer session, Brandt sent an email to Chancellor Mark Rocha urging him to take this matter into consideration.

"Without the FRC, we wouldn't get the support we need to complete our school work. Summer child care is vital to our goal of graduating from here in a timely manner," Brandt says. She feels she shouldn't have to fight for this every semester.

Brandt never got a direct answer from the chancellor, but Associate Dean of Student Equity Tessa Henderson-Brown told Faulkner that the center might get \$4,000. Faulkner appealed to Henderson-Brown that the amount wouldn't even cover the cost of hiring a certified child care specialist required by law. Finally, Henderson-Brown and the FRC came to an agreement that the Office of Student Equity would provide \$6,694.56 plus health benefits to cover the salary for the specialist for the Summer 2018 session.

The FRC needed a remaining \$6,040 for three lab aides and supplies such as diapers, wipes and snacks. They turned to the Associated Students which provided an additional \$3,360, while \$500 came from King for supplies. This meant they



Ruishen Zhang, 2, left, plays while Rosemeire Harris, right, a child care provider at the Family Resource Center, sings to Orestis Titi, 2, who broke down after realizing that his mother had dropped him off so she could attend class.

were still short of funds but they'd be able to open even if they wouldn't be able to hire a third aide.

Running on fumes, the FRC accommodated 14 student parents during the 2018 Summer session. Meanwhile, King told Brandt that there was funding from the Office of Student Equity available for Summer of 2019, but to access it she had to submit a student-initiated proposal within

the next two days. To do this meant she had to juggle exams, taking care of her three children and create a proposal that came to be seven pages long.

She handed the document to Henderson-Brown, hoping that the effort would pay off. And it did.

Thanks to Brandt's proposal, the FRC will receive funds for the Summer of 2019. According to City College's Director of Media Relations, Connie Chan, \$10,675 will be provided for staffing and child care supplies.

It's hard to know the exact population of student parents at City College. The Child Development Center had approximately 40 children enrolled in the Fall 2018 semester.

"When parents don't make the income guidelines, it's very unfortunate, because we have to turn them away," says Judy Hearst, Faculty Program Coordinator of the Child Development Center.

There are no income restrictions at the FRC, but there is always a long waitlist. By the start of the Fall 2018 semester, for example, there were already 25 student parents on that waitlist.

Those that do get a spot are very fortunate, like Markela Hysenllary, whose 2-year-old son Orestis Titi was crying as she signed him in and rushed off to her Career Development class. She left him with all



Ilyana Wald, 2, colors a bag with the help of staff member Jane Ikeji before heading to the Family Resource Center Halloween parade.



Felipe Diaz and his son Eden Diaz, 15 months, play with an expandable sphere on Felipe's volunteer parent day at the Family Resource Center. Parents are required to put in volunteer hours at the center if they want to take advantage of the parent exchange option while they attend classes.

his essentials — a pacifier, water, a diaper bag, cucumber slices and chocolate chunk cookies — under the watchful eyes of Rosemeire Harris, one of the FRC aides.

**"Without the FRC, we wouldn't get the support we need to complete our school work. Summer child care is vital to our goal of graduating in a timely manner."**

— Heather Brandt

Harris picks him up and sings to him in a calm soothing voice:

"The more we are together, the happier we'll be, cause your friends are my friends and my friends are your friends, the more

we are together, the happier we'll be."

Harris used to be a student parent herself and came to the FRC to drop off her

Harris says she's happy to be able to support student parents who are in the same situation she herself was once in. She remembers having to pay \$1,200 a month for only three days of child care per week. The other two days she would bring her daughter to the FRC.

After a few minutes, Harris puts a happy Orestis down. He wanders over to play with another child. They take turns on a little red and yellow plastic slide.

About an hour later, Orestis' mother returns from her class and scoops him up with a big hug. She chats with Harris about his day. She leaves the building pushing his stroller forward hoping that her future at City College moves forward too.

daughter Nadine when she was three years old. After volunteering, she discovered that she loved working with children and switched from nursing to the child care training program.

# Highs and Lows



*City College student Angela Rey plays the piano during a practice session with musician friends at San Francisco State University.*

## Three musicians struggle to find their tune

**Story by Manoj Subramaniam**

**Photos by Janeth R. Sanchez**

**O**n a chilly Friday night in October, a small crowd enters Bird & Beckett, a neighborhood bookstore in Glen Park, but they are not there to buy books.

They are here to see musician Dan Neville and his four accompanists perform traditional music from the South Pacific region of Colombia. Neville is a City College alumnus. Wearing a brown floral print shirt and a purple hat, he clutches two sticks in each hand, making quick motions on a marimba de chonta, a percussion instrument that resembles a xylophone. The ensemble performs a South Pacific Colombian interpretation of one of Neville's original compositions.

"It's like a musical home to me," says Neville, who has played at the bookstore more than half a dozen times and sees it as a place where he documents his musical journey. He organized the night's performance, "Música del Pacífico", after a recent trip to Cali, Colombia,

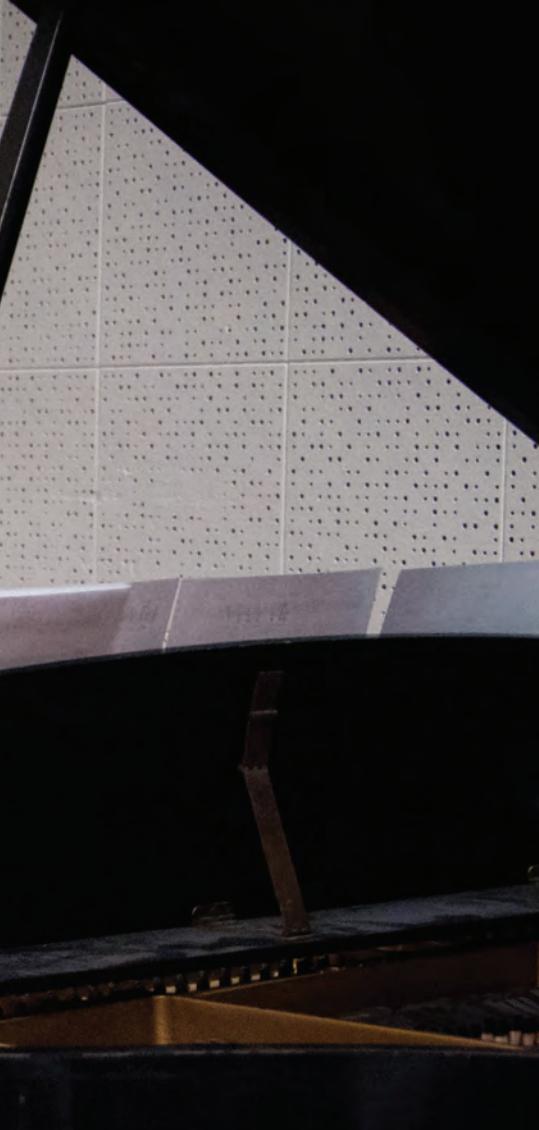
where he met the accompanists and learned to play the marimba.

The audience of 30 people dances and sways. As the final song wanes, the crowd applauds and yells "Otra, otra!" (More, more!) Neville and the band smile at one another and give in.

Eric Whittington, the bookstore owner, thanks the audience for coming and passes around a tip jar. "No musician in this city is overpaid," Whittington says.

Neville takes home enough money to cover groceries for the next week.

Bassist Elijah Pontecorvo, a City College student, recently went on a tour with his father's band, but didn't make a dime. Fortunately, Pontecorvo says, he lives with his girlfriend and her mother, paying an affordable rent that makes his music career economically feasible.



A study by Jazz in the Neighborhood, a Bay Area nonprofit organization whose goal is “to improve the economics of jazz,” suggests that musicians are paid about \$95 each for a three- or four-hour performance, according to a 2017 article in the East Bay Express.

Angela Rey, a working musician and City College student, agrees with these numbers. She says musicians often get paid about \$100 for a day’s work. She was glad to break even when she held her album launch event at Brick & Mortar Music Hall in the Mission District last May.

For the last six months, Rey has not had a permanent home. “I’m actually couchsurfing right now,” she says.

Rey had to leave her uncle Antonio Juncal’s home in San Francisco, where she lived for two years while taking classes at City College. Juncal was the leaseholder of their

rent-controlled apartment. When he died in January 2018, on his 71st birthday, the rent control no longer applied and Rey faced a seven-fold increase or an eviction.

Rey and her childhood friend Chiemi form a hip-hop duo Las Dueñas. They perform in venues all over San Francisco that require a significant deposit before they can book a show. Many bars require a \$500 deposit “and you get a rack (\$1000) back,” Rey says.

Having to pay money to make money is discouraging for young artists.

“If you can’t afford to live in the city, how can you be part of the music scene?” Rey asks.

Neville, the musician who performs at Bird & Beckett bookstore, has also struggled with homelessness.

He grew up in Sonoma and started his music training at Santa Rosa Junior College. But Neville had always dreamed of moving to San Francisco.

The lure of the big city and the chance to learn from a renowned jazz pianist like Rebeca Mauleón, a City College music professor and director of education at SFJAZZ Center, motivated him to enroll in City College for a semester while continuing to live with his parents in Petaluma.

In the fall of 2013, Neville moved to San Francisco, supporting himself with multiple restaurant jobs. He felt stuck in a loop of working only to turn around and spend all of the money he earned on rent.

**“No musician in this city is overpaid.”**

– Eric Whittington

He decided to move out of his apartment and live in his car, while continuing to attend classes at City College.

He showered in the gym. He would pack up his collapsible vibraphone and practice wherever he could – parking lots, beaches or parks. “The world was my practice room,” Neville says.

Six months after he moved into his car, Neville was offered an affordable room in a friend and bandmate’s Bernal Heights home. He has lived there for the last four years.

In spite of low pay and skyrocketing San Francisco rents, Neville, Pontecorvo and Rey have chosen to stay and pursue music careers.



Dan Neville, center, plays the marimba with Colombian percussionist Ali Cuama, left, and Kelly Ortega, right, during a workshop in Afro-Colombian Roots percussion and singing held at Artillery A.G. artists' space.



Bass guitar player Elijah Pontecorvo, left, adjusts the mixer for the bass sound before performing with the Helen Palma Trio at the Ocean Ale House in Ingleside.

But Rey faces some additional hurdles that Neville and Pontecorvo do not.

Being a female musician in the local music scene has its own difficulties, and being a minority exacerbates them. Rey is half-Filipina, half-Cuban and often the only female musician in the bands she performs with. If other women are part of the set, typically they are dancers or vocalists, especially in Latin jazz bands.

She once attended a Haitian drumming and dancing workshop in Oakland with another female percussionist. They both wanted to drum, but were instead handed maraca shakers. “Men were the drummers and women were the dancers,” Rey says. Being a trained drummer, she found it demeaning.

“Many of my female students are still encountering the obstacles that I did 40 years ago,” music professor Mauleón says.

Young musicians often study and perform with more seasoned ones. Neville, for example, played with world-renowned jazz

guitarist Romain Pilon during his visit to the California Jazz Conservatory.

Rey is accustomed to hearing male musicians say they recognize her potential and offer her mentorship, only to ask her out or make inappropriate sexual advances later.

community has helped them develop life skills and bolstered their confidence, from which they are building successful music careers.

Neville is now pursuing a bachelor’s degree at California Jazz Conservatory in Berkeley.

**“If you can’t afford to live in the city, how can you be part of the music scene?”**

– Angela Rey

She recalls performing with a man who was decades older. He would help Rey with her music and drive her to performances, but his help came with strings attached.

“He said he had a crush on me and wanted to get physical,” she recalls. In the end, she had to leave the band.

All three musicians say their tenacity stems in part from the support they received from their City College experiences. The

He says his time at City College was a turning point.

“I exhausted all my repeatability on (Mauleón’s) classes,” says Neville, who took her music composition, jazz piano and jazz history classes multiple times.

Mauleón remembers Neville’s passion for music and interest in Latin American and Caribbean music. Early on, she noticed



Elijah Pontecorvo, center, plays the bass during a performance by the Helen Palma Trio. Vocalist Helen Palma sings, left, and Megan Wegmann, plays the piano, right. Pontecorvo plays in several groups in addition to the trio to make ends meet.

that he was composing professional-quality music. She saw an opportunity to provide him with some mentorship and introduced him to the SFJAZZ Center.

She recommended that Neville audition for the center's community ensemble, the Monday Night Band, a 12-week program that includes community musicians coming together to practice and perform for the public. He was picked to join them.

Joining the ensemble led to collaborations and then gigs, which ultimately helped Neville win the Jazz Search West 2017, an annual Bay Area jazz talent competition.

He followed that with a successful Kickstarter campaign for his debut album, *Tenerife*, a collaboration with local musicians Destiny Muhammad and Grant Levin, among others.

Neville says that if he hadn't met Mauleón, he wouldn't have found the ensemble that led to his networking opportunities. Connections such as these also helped bassist Pontecorvo.

Pontecorvo and his band were booked to play at the Stork Club in Oakland, but the drummer couldn't make it at the last minute. Pontecorvo put together a new band that afternoon. Within two hours, he found a drummer and a guitarist. The band Ebolabuddha was born.

Pontecorvo grew up going to a Mormon church, where singing was a large part of his childhood. His father, Mika, was a programmer and plays the guitar. Pontecorvo's parents divorced when he was eight, and he and his sisters lived with their mother.

Years later, music helped Pontecorvo reconnect with his father. Initially, they had different tastes in music, but now he plays bass in his father's band, Cartoon Justice.

Last summer, their band toured the East Coast. Pontecorvo's older sister Adriane, a cellist and an ethnomusicology student at Indiana University, joined them.

"Every possible thing that could have gone wrong went wrong," Pontecorvo says.

When people think of a band going on a tour, he says, they might imagine a group of musicians driving to the venue in a



Dan Neville smiles in reaction to compliments from Marimbea, a percussion band from Colombia. Neville was a guest performer at their workshop in Afro-Colombian Roots percussion and singing held at Artillery A.G., an artists' space.

custom-branded bus, but the reality isn't as glamorous.

Cartoon Justice performed six shows in nine days across multiple cities. The band was double-booked with another band

**"When people think of a band going on a tour, they might imagine a group of musicians driving to the venue in a custom-branded bus, but the reality isn't as glamorous."**

– Elijah Pontecorvo

to perform at Muchmore's in Brooklyn. At another gig, Pontecorvo's bass guitar strings snapped. Before the third show of the tour in Philadelphia, the drummer quit because his wife fell ill, but Pontecorvo suspects it had to do with how little he was getting paid. The remaining shows in Providence and New York City went relatively incident-free, but the band performed without a drummer.

Despite not making any money from the tour and all the mishaps, Pontecorvo considers the trip a personal victory. Sharing accommodations and bonding at the dinner table with his father and sister was special to him. The experience forced him to work through some of his issues with his father.

Pontecorvo says he would love to do more tours and projects, but tours require an agent and publicity. Both require money.

For now, he performs in several local bands: Wrath, Ebolabuddha and Cartoon Justice. He also works as a cashier at a confectionery in Japantown while taking classes at City College.

Thanks to a scholarship at the California Jazz Conservatory, Neville is able to make ends meet entirely through music. He performs, arranges projects and teaches music.

Rey works four jobs — three teaching piano, and one as an assistant to the director of the San Francisco Girls Chorus. She wants to save for college, but knows that first she must find stable housing.

Music has been a big part of Rey's life since she was four. She can't imagine it any

other way. "Without music, I don't know what I'd do!" she says.

Fine tuning their craft was not a choice but a calling for Rey, Neville and Pontecorvo, even as they are forced to navigate a city that is increasingly out of step with them.



*The Helen Palma Trio takes a break between songs while performing at the Ocean Ale House in Ingleside. The trio consists of, from left to right, Helen Palma on vocals, guest performer Ferdinand Hartanto on sax, Elijah Pontecorvo on bass guitar and Megan Wegmann on piano, bottom center.*

**“You have read many, many books of knowledge, but have you ever read your own self?”**

— Bulley Shah, 17th Century Sufi Poet



Abdul Jabbar, professor at City College for 50 years, works in his home office preparing his “showcase,” which highlights the first four weeks of instruction for the new online version of IDST 29, *Islam: Identity and Culture*, to be approved before it goes live in the spring semester.

## Instructor Abdul Jabbar opens up about his experience being Muslim in America

Story & Photos by Eric Nomburg

With a handshake, a gentle palm to the heart, or a three part hug, 27 men greet each other after Friday prayers at the Bayview Islamic Unity Center. Abdul Jabbar smiles as he greets several friends. Jabbar is an instructor of English, World Literature and Interdisciplinary Studies at City College and a practicing Sufi from Pakistan.

Just beyond where he mingles sits the wooden minbar. It is a pulpit shaped like a staircase, layered with small handwoven rugs, where the Imam sits to lecture.

Past the minbar a curtain dappled with light from the front window flutters as volunteers unpack trays of food. They lay out utensils and plates, cups and bottles of water for the Khatam, which celebrates the life of a community member who has passed. Khatam means ending. A volunteer unrolls a red tablecloth onto a green carpet on the floor. Jabbar sits down at the tablecloth alongside

both the Imam and Jabbar’s good friend, Tariq Choudhery, the mosque director.

The spread is spectacular. There are two types of rice: one gleams bright yellow with turmeric, the other brown with sauteed onions. There is raita, a curd-based sauce, to go with the rice. A volunteer brings plates to the women’s section of the mosque, behind another curtain.

Jabbar and the other members of this mosque follow a type of Islam known as Sufism. “Sufism is the purification of the heart and the purification of the outer and inner body. Both have to be clean,” says Imam Zubair of the Bayview Islamic Unity Center.

The most commonly known sects of Islam, Sunni and Shia, adhere to a more orthodox following of the Quran than Sufis do. According to Jabbar, Sufism is different because it is about “the



Abdul Jabbar, left, attends Friday afternoon prayers at the Bayview Islamic Unity Center. The Center is a Sufi mosque that offers services in Urdu to a predominantly South Asian community. After prayers, members gather for some conversation and a meal.

feeling and the essence that the words communicate.”

The meal gets eaten quickly. No one stays for very long. The shoe rack, by the mosque’s entrance, is soon bustling with people putting their shoes back on.

Jabbar has been teaching at City College since the fall of 1968. He came to the United States from Pakistan on a Fulbright scholarship three years earlier. After he finished his Ph.D. in English at Case Western Reserve University, he chose to work at City College because of its diverse student body and the cosmopolitan nature of San Francisco.

Religion and community are important to Jabbar. He grew up Sufi. His brother Abdul Khaliq introduced him to the Sufi mosque at Bayview Islamic Unity Center. At the time, Jabbar was praying at other mosques which practiced Islam but not specifically Sufism.

“Sufi poetry is love-based,” Jabbar says. He adds that the Sufi faith believes “love is the key to the universe functioning.”

**“Sufi poetry is love-based. Love is the key to the universe functioning.”**

*– Abdul Jabbar*

There’s a well-known shrine near Lahore, Pakistan called Kasur. It is the shrine of the 17th century Sufi poet Bulley Shah (also spelled Bulleh Shah). The mystical poetry he wrote in Punjabi is well-known by Sufis all over the world.

Bulley Shah is known for his poems. Jabbar

translates one of his favorites from Punjabi:

*You have read many, many books of knowledge*

*But have you ever read your own self?*

*You constantly fight with Satan*

*But have you ever fought with your ego?*

*You have mastered astronomy, the lore of the skies*

*But did you ever read him who dwells in your heart?*

He sees a connection between this poem and life in the modern world, “What comes to my mind is our impatiently surfing the net for information and knowledge. We keep expanding horizontally but seldom dive inwards into ourselves for contemplation and reflection.”

“The external running around is not



Abdul Jabbar designed a certificate in Critical Middle Eastern/Southwest Asia & North Africa Studies, SWANA for City College. He also has developed new courses in both English and Interdisciplinary Studies.

necessary if you can find peace within yourself," Jabbar says. "All one has to do is journey inwards."

During the 50 years that Jabbar has been at City College, he has sought to create a program that explores diversity in Islam. With help from the Department Chair Lauren Muller and other colleagues, he designed a certificate program in Critical Middle East/Southwest Asia & North Africa Studies, SWANA. He also developed new courses in both English and Interdisciplinary Studies.

To complete the Critical Middle East/SWANA certificate, students must take 16 units including IDST 29, Islam Identity and Culture — a course Jabbar helped develop. The course is designed to help students from a Western culture gain a better understanding of Middle Eastern society, culture and religion.

"Despite the rise of secularism all over, the majority of people in the world believe in one faith or the other. They may grow out of it, become atheist or agnostic, but they continue to have that influence which they may not understand is there," Jabbar says.

"The point of the course is to harness the collective power of different faiths and

use it to promote interfaith harmony and pluralism."

He believes that through understanding, a world can exist, "where diversity is accepted and pluralistic," Jabbar says.

Besides an opportunity for academic cultural enrichment, courses like Islam Identity and Culture can be put to practical use too.

"There's a lot of trade with the Middle East," Jabbar says, adding that firms could lose out on business deals if they lack a solid understanding of diverse cultural nuances.

Currently, Jabbar is in the process of converting Islam Identity and Culture into an online class scheduled to launch this coming spring semester.

Teaching is his way of helping to mitigate Islamophobia, which is the dislike of or prejudice against Islam or Muslims, especially as a political force.

After all, he has experienced his fair share.

Just after the 9/11 attacks, City College asked faculty to discuss any sort of trauma students might be experiencing. Jabbar and his students discussed the tragedy thoroughly in his English Literature class. Since Jabbar also taught Politics in the

Middle East, he was able to offer a perspective beyond that of the average English literature professor.

As Jabbar sees it, the terrorist attacks happened for a reason. He explained to the class that in order to prevent attacks like these from happening again, it must be

Jabbar explained to the class that in order to prevent attacks like 9/11 from happening again, it must be addressed as to why they happen.

addressed as to why they happen.

"We could just go attack a country and bomb it to extinction, if you want, but the source is still going to show up somewhere else. The Al-Qaeda cells are not only in Afghanistan. They're all over. But the question is: why? Why do they hate us?" he asked the class.



Abdul Jabbar, right, and Richard Liang, left, a lab aide, work on designing a home page for the new online version of IDST 29 Islam: Identity and Culture at the Technology Learning Center.



Abdul Jabbar taught exclusively online during the Fall 2018 Semester. He came to campus to create flyers to promote the new online version of IDST 29, *Islam: Identity and Culture*, which will be offered for the first time this spring.

After the discussion, one student went home and told his mother, who misunderstood and thought that Jabbar was condoning terrorism when Jabbar clearly condemned it.

The student's mother reported Jabbar to the City College Police, who then forwarded it onto the FBI. Jabbar was investigated.

City College Police thought that Jabbar was fleeing since he was not answering their phone calls to his house. Jabbar and his wife had taken that same day off for a mandatory meeting between parents and administration in Santa Cruz, where his

daughter was about to attend school. Cell phones weren't yet common, so no one was home to take the FBI's calls.

Concerned that Jabbar was a flight risk, the FBI and police wanted to bring him in for questioning. First they went to Chancellor Philip R. Day, Jr., who denied vehemently that Jabbar could be linked to terrorism.

They accepted the chancellor's assurances but asked him to do an inquiry on what went on in class when Jabbar spoke that day.

The FBI continued to monitor Jabbar's

movements. Two agents went separately to the Bayview Islamic Unity Center after Friday prayers and questioned Jabbar about his teaching. He sent them course outlines and invited them to come observe his class.

Eventually Jabbar was cleared and spared from going into custody. He later received a written apology from City College Chief of Police.

Jabbar knows that fear and ignorance fuel Islamophobia, but he believes it's more complex than that. He quotes scientist Stephen Hawking, "The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge."

Through education, Jabbar can help remove ignorance, but "the illusion is beyond me," he says.

Most Americans don't know much about Muslims. Only about half of Americans know a Muslim personally, according to the Pew Research Center.

That percentage is likely higher in the Bay Area as it is home to one of the highest concentrations of Muslim populations, according to a 2013 study called the One Nation Bay Area project produced by Santa Clara University Institute for Social Policy and Understanding.

The study says about 250,000 Muslims "live, study, volunteer, work and contribute to the economies and communities of the Bay Area." That estimate has likely increased in the last five years.

55 percent of Americans believe that Muslims are committed to the welfare of the U.S., according to the Southern Poverty Law Center. Yet 75 percent of U.S. Muslims feel there is still a great deal of discrimination towards them, according to the Pew Research Center.

The incident after 9/11 wasn't the only brush Jabbar has had with racial profiling.

This past summer he received a notice from Weebly, a web based platform for building personal websites.

They asked for his private information, gave him one week's notice and threatened to freeze his account. Jabbar complied, but

they froze his site anyway and said this could not be reversed.

Jabbar was angry. It was difficult to communicate with Weebly since they would only converse by email. They eventual-

**"The external running around is not necessary if you can find peace within yourself. All one has to do is journey inwards."**

— Abdul Jabbar

ly told him his name matched one on the Office of Foreign Assets Control's list of Specially Designated Nationals.

The people on the list have assets overseas from which they are suspected of funding terrorism. Jabbar responded by threatening a lawsuit, which convinced Weebly to unfreeze his account.

In the post-9/11 world there is the misconception that Islam is an inherently violent religion; however, for Jabbar Islam has always been a source of peace.

Jabbar was 22 when he first came to the U.S. He went back to Lahore, Pakistan about five years later to visit.

At the largest Sufi mosque in Lahore, Jabbar was touched by the sense of community. He recalls entering the mosque to pray without a headcap — normally required — since Jabbar got used to praying without one in the States. While deep in prayer, Jabbar felt someone place a cap over his head. He instantly appreciated the gesture but couldn't look up to see who it was.

The moment touched Jabbar. It was done "just quietly. Sufi-style," he says. "That's what Sufism preaches. You do good actions without necessarily claiming credit," Jabbar says. He kept the cap.

It got him thinking about how he could give back. Through teaching he could touch the lives of many people, both Muslims and non-Muslims.

Mike Daly is not Muslim. However, he was interested in learning more about non-Western cultures. He met Jabbar

in 2015 at San Francisco State University, SFSU. He was involved with the Osher Lifelong Learning Institute, a program at the university for adults over 50. They were looking to recruit professors and students for a Middle East Studies program.

to learn what the proper way was to get along as individuals in this world today. How to respect their lifestyles, their chosen behaviors. Before I could respect them, I had to know what it was all about."

Jabbar's friend Tariq Choudhery, also originally from Pakistan, is the director of the mosque and who Jabbar sat with during Khatam after prayers.

Choudhery owns an auto repair garage called Pak Auto which his three American-born sons now run. Mudasser is the lead mechanic, Mubasher handles the finances and Mohammed drives the tow truck.

His sons have known Jabbar since they were kids because of their fathers' close friendship. They regularly pray with Jabbar.

"We always call him uncle," Mudasser Choudhery says. "Any time we need educational advice we'd go to him. He's a really wise person."

When Jabbar brings his car in for work they start talking about all sorts of topics, "About life, religion and even education," Mudasser adds.

"He's a professor at the end of the day," says his brother, Mubasher Choudhery.

Jabbar's life's work, his passion to educate, is his simple gesture of kindness, like that of the man who placed a cap on his head at the mosque all those years ago. "Just quietly. Sufi-style."



Abdul Jabbar photocopies a flyer to promote IDST 29, Islam: Identity and Culture at Batmale Hall.

# MORE THAN JUST A RESUME

## How to rise above the pack when looking for employment

Story by Lina Zhu & Barbara Muniz

To get a job, you need a job. This is the great conundrum, the chicken-and-egg problem that many City College students face.

Employers want experience, but how can a student get that first experience? And why is it that some students find a job in their chosen field right out of school, while others struggle and search for months or years, even after tucking their diplomas under their arms?

Juan Elias has been trying to get a job for over three years. He wants to be a firefighter in the San Francisco Fire Department,

SFFD. At 37, Elias is no stranger to the workplace. He is a seasoned employee, having been a bank manager at Wells Fargo, a recycling coordinator at Recology and then an operations manager at an e-commerce startup. He is part of the demographic of City College students who are older, have worked for a number of years and are now trying to make a career transition.

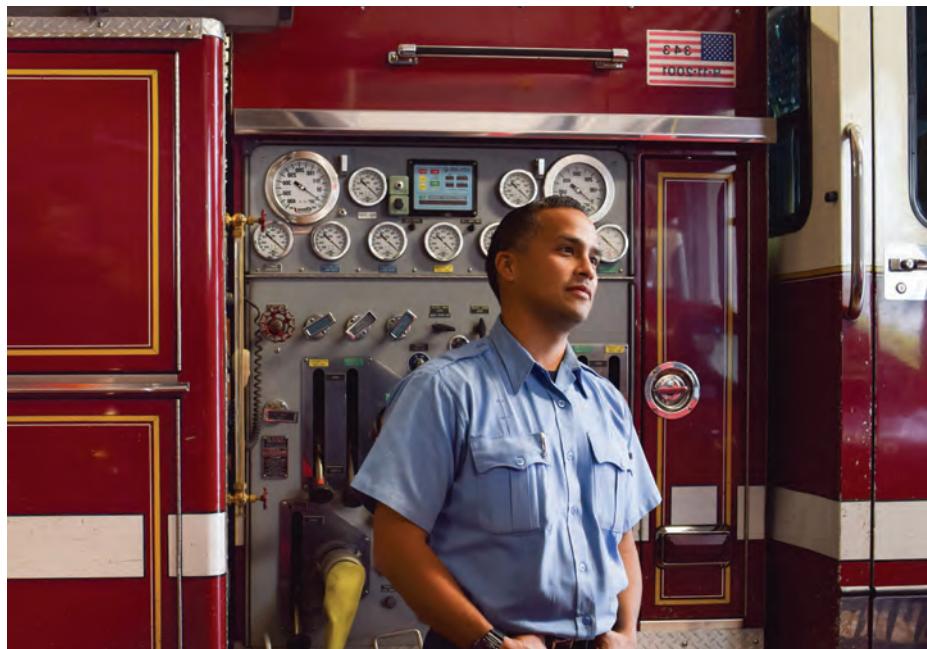
In his previous careers Elias loved doing outreach, like when he set up a financial literacy program at Wells Fargo or planted community gardens with Recology. "My heart was in giving back," he says. A friend

at the Richmond Fire Department invited Elias on a ride-along to shadow the department for a day. After that, he was sold. Elias devised a methodical plan to become a firefighter.

Every firefighter must know how to provide emergency medical services, so Elias enrolled at Merritt College and completed an Emergency Medical Technician, EMT, certification. He went on to obtain an associate's degree in fire science as well. In 2015, he was accepted into Oakland and Alameda County's fire academy to receive six months of tactical training. He found work soon after as an EMT for an ambulance company, which would enable him to show his dedication and increase his chances of becoming a firefighter. It also meant he could quit his full-time tech job, but he never lost sight of the end goal: a position with the SFFD.

"I want to do the most good for the most people. To me, that's in a bigger, higher volume department," Elias says. He enrolled in City College to take advantage of its San Francisco-based work experience program. Through the guidance of his instructors, he secured internships at three San Francisco firehouses that gave Elias more than a year and a half worth of experience.

Elias knows the way to get a job is to acquire as much experience as possible beforehand. This is precisely what City College career counselor Jimmy Ly emphasizes with his students, "You can get straight A's all you want, but if you don't



City College student Juan Elias completed several internships with the San Francisco Fire Department. Elias hopes to eventually land a full time job with them as a firefighter. (Barbara Muniz/Etc Magazine)

*Gleidson Martins, a City College alumnus, sets up his video camera to record an interview in his Castro District studio. Martins works as a freelance producer and recently landed a yearlong contract with the city of San Jose to interview local artists and entertainers.*  
*(Amanda Nelson/Etc Magazine)*





Camille Contreras took advantage of her time at City College to prepare for a career in food and restaurant branding. (Amanda Nelson/Etc Magazine)



After working several hours in the computer lab, Camille Contreras heads home. (Amanda Nelson/Etc Magazine)

have any work experience no one's going to hire you after you graduate."

Put another way, Melissa McPeters, an employment specialist at City College, says, "Employers don't trust adults who haven't

worked or volunteered, and they are skeptical if someone hasn't worked for a while." She recommends students find suitable part-time jobs or internships while still in school.

Gleidson Martins knows this too. He created his own opportunities when he came to the U.S. in 2007. Back home in Brazil, he had a budding career in broadcasting, but in the Bay Area he had to start fresh – washing dishes, making pizza and doing other odd jobs to make ends meet.

He enrolled in City College to improve his English and to continue pursuing his passion for television news. After firing off several online applications, he acquired internships at KPIX-5 and then KRON-4, both local news channels. His goal was to learn the production skills needed to one day create his own news program. Martins, like Elias, has the go-getter mindset: "I don't waste time. When I see an opportunity, I grab it."

However, many City College students simply haven't had the time or life experience yet to navigate the process. For those who need guidance, a team of career counselors and employment specialists are ready to help.



Career counselors tend to work with the general student population, especially in the earlier stages to help the undecided explore different career paths. According to Ly, "When you're in high school, most decisions are made for you. Now as students transition into their adult life, this is probably the biggest decision they have to make."

Employment specialists, in comparison, have expertise in specific industries and focus more on job placement. Each specialist serves students interested in specific fields such as computer science, healthcare, construction and the creative arts. They are particularly attuned to the qualifications those students might need.

In the creative arts for example, one's portfolio, or artistic body of work, is critical to impressing future employers. In unionized trades such as plumbing and electrical work, a licensing exam is typically required and may only be offered every two years.

Both employment specialists and career

counselors assist in resume writing and job searching. Both host career-related events and they often collaborate to provide a student with the best possible advice.

Camille Contreras is a graphic design student who is on track to graduate this semester. She came to City College directly after high school without ever having held a career relevant job. It wasn't until her second year that she realized she may need to gain experience outside of the classroom.

She was fortunate to have a family friend, also a designer, who helped her acquire an internship at a legal historical society. This marked her first time working for a client. Contreras ended up designing a six-panel educational display about the 14th Amendment, now on exhibit in courthouses along the West Coast.

Contreras then took advantage of the career resources offered by City College. The catalyst that came along was Arya Zarrinkelk, employment specialist for the arts, media and entertainment fields. He visited one of her design classes and she seized the chance to work with him. Through a series of in-person meetings, Zarrinkelk guided her through the steps of creating her professional identity.

At the first meeting, he helped Contreras clarify her goals by digging deeper into

**"That's how you network. That's how you meet people. You just ask them if they'd like to get coffee."**

— Camille Contreras

her hobbies. "What do you do outside of school?" he asked her.

She figured she loved food and dining out. She learned she could apply her skills designing brands for restaurants.

During subsequent meetings, Zarrinkelk helped Contreras polish a LinkedIn profile and arranged for her to meet with potential mentors to learn about their work.

The practice of talking to strangers was

initially foreign and scary, but Contreras now knows that's how you network. "That's how you meet people. You just ask them if they'd like to get coffee," Contreras says.

Zarrinkelk continued to send Contreras job openings, which led to an internship this past August doing visual design for a musician's collaborative called Balanced Breakfast.

Zarrinkelk sees himself as "an outside force for job seekers" that can change their state of inertia. He helps students who know they should be doing something, but don't know how to do it. "I'll connect them with a resource to help them start picking up steam," he says.

City College's latest employment resource is College Central Network, CCN, an online career platform launched in February 2018.

The "My School's Jobs" portal on CCN allows pre-approved employers to post jobs exclusively for City College students. That means students applying to those jobs — including full-time, part-time, temporary and volunteer positions — face less competition. After finding a position that interests them, students can upload their resume or portfolio and apply directly through the platform.

In less than a year since its launch, CCN already has about 3,300 students and 440 alumni users as well as almost 900 registered employers.

However, CCN is more than a job search website. It contains media and document libraries with general tips on topics such as how to write a cover letter and how to interview.

In addition, all career events at City College, including fairs, panels, workshops and company-sponsored recruiting are posted here. CCN is a great tool, but it does not have the same impact as face-to-face interaction.

Networking is vital in the pursuit of career opportunities. It is the ability to build relationships within an industry and leverage those connections in a beneficial way. For creative types, "it's the most important thing," Zarrinkelk says.



Gleidson Martins at his desk where he tapes his show "California Up Now" in his own television studio. (Amanda Nelson/Etc Magazine)

Contreras met a designer at a family function who helped her obtain her first internship. Similarly, a friend led Elias to his initial fire squad ride-along.

Employment specialist McPeters, who focuses on the building and construction trades, agrees. "Making personal connections are key. I had a guest speaker in a class who liked one of the student's questions and he hired him right away," she says.

Ly knows that finding a job should not just be about paying the bills — it can be about discovering your life's calling. To students who are unsure of their direction, he advises them to connect with what they love and to start thinking early about their future. "Preparation and passion is the key to success," he says.

"Everyone should strive to find their place even if the path might be long and unpredictable," Zarrinkelk says. He believes it is essential to be proactive, to persevere and to remain patient. "It's just a slow process.

The universe moves slowly and when it wants to," he adds.

As for Contreras, the graphic design student, she feels not only more prepared, but also wiser after having gone through the career development process. She attributes that self-growth to a combination of her studio coursework, her faculty instructors and her work with Zarrinkelk. "He didn't hold my hand. He pushed me," she says with a smile, half-joking.

Contreras recently started serving as a peer mentor at City College. She has her own advice to offer fellow students: "If you just go to school and don't do anything outside of that, most people are led to think that's enough, but with San Francisco being the competitive city that it is, you need to do more."

At the same time, she suggested not to worry. Be confident. Most of all, take care of yourself. As the fall semester winds down, Contreras assembles her portfolio

with plans to apply for full-time positions in food and restaurant branding. She will be ready to graduate at the end of the year.

Martins, the broadcasting student, has since founded his own news website called NewsUpNOW, where he uses the production tools he learned at City College and his internships. His site covers the Bay Area art scene and he produces videos in three different languages — English, Spanish and Portuguese — as a reflection of his multilingual background.

The aspiring firefighter Elias has an active application pending with the SFFD. While he waits, he works as a legal secretary by day in the public defender's office and three nights a week as an EMT.

If that's not enough to keep him on his toes, he also has a young family, saying "This is what I signed up for and what my family signed up for." He remained hopeful that soon it will be his turn.



# SPRING 2019 JOURNALISM CLASSES

Classes start January 14, 2019. To register for courses go to [www.ccsfjournalism.com](http://www.ccsfjournalism.com)  
For more information call (415) 239-3446.

|   |                  |
|---|------------------|
| <b>Jour 19: Contemporary News Media</b>   | <b>3.0 units</b> |
| <b>35826 001      Lec. M W F      09:10 – 10:00 a.m.      HC 207</b>  | <b>Gonzales</b>  |
| Introduction to modern mass communication, with an emphasis on development of news media, analysis of the credibility of the media and its impact on daily life. CSU/UC   |                  |
| <b>Jour 21: News Writing and Reporting</b>  | <b>3.0 units</b> |
| <b>35827 001      Lec. M W F      10:10 – 11:00 a.m.      ARTX 267</b>  | <b>Gonzales</b>  |
| <b>38576 551      Lec. R      06:30 – 09:20 p.m.      1125 Valencia/Rm. 218</b>   |                  |
| Techniques of newspaper reporting, developing and writing a news story, training in information gathering and interviewing sources.<br><i>PREREQ: ENGL 93 or ENGL 95 or ENGL 88 or ENGL 88A or placement in ENGL 96 or ENGL 88B</i>   |                  |
| <b>Jour 22: Feature Writing</b>   | <b>3.0 units</b> |
| <b>35828 551      Lec. T      6:30 – 9:20 p.m.      1125 Valencia/Rm. 217</b>   | <b>Staff</b>     |
| Fundamentals in feature writing for magazines and newspapers with special emphasis on profile and interpretive news features. Practical experience in interview and in-depth research techniques. Training in how to write a freelance story for publication.<br><i>PREREQ: ENGL 93 or ENGL 95 or ENGL 88 or ENGL 88A or placement in ENGL 96 or ENGL 88B</i>   |                  |
| <b>Jour 25: Editorial Management</b>  | <b>3.0 units</b> |
| <b>38964 001      Lec. M W F      12:10 – 1:00 p.m.      BNGL 615</b>   | <b>Gonzales</b>  |
| An advanced journalism course that trains prospective print editors on all aspects of operating a publication, including developing a publishing schedule and story assignments, coordinating a writing staff, designing a page, writing headlines and cutlines, sizing photographs, understanding the business side of print journalism, and working with other editors and printers.<br><i>ADVISE: JOUR 21. CSU</i>       |                  |
| <b>Jour 29A: Intro Magazine Editing &amp; Production</b>  | <b>3.0 units</b> |
| <b>38791 001      L/L M      6:30 – 8:20 p.m.      Mission Campus/Rm. 217</b>   | <b>Lifland</b>   |
| An introduction to the process of creating a magazine publication. Students work as part of a staff of writers and photographers, focusing on writing and photographing feature stories suitable for publication in the campus magazine.<br><i>ADVISE: JOUR 21 or JOUR 22 or JOUR 37</i>  |                  |
| <b>Jour 29B: Intermediate Magazine Editing &amp; Production</b>   | <b>3.0 units</b> |
| <b>39250 551      L/L M      6:30 – 8:20 p.m.      Mission Campus/Rm. 217</b>   | <b>Lifland</b>   |
| Prepares students to create an effective public relations campaign which includes writing media releases, "pitch" letters, public service announcements, managing media outlets, coordinating mailings and designing leaflets and posters, as well as setting up news conferences. Special attention given to in-house public relations duties for corporate and non-profit entities.<br><i>ADVISE: JOUR 29 or JOUR 29A</i> |                  |
| <b>Jour 29C: Adv Magazine Editing &amp; Production</b>  | <b>3.0 units</b> |
| <b>39251 551      L/L M      6:30 – 8:20 p.m.      Mission Campus/Rm. 217</b>   | <b>Lifland</b>   |
| Students work as part of a staff focusing on writing and photographing feature stories suitable for publication in the campus magazine.<br><i>ADVISE: JOUR 29B</i>  |                  |
| <b>Jour 31: Internship Experience</b>   | <b>2.0 units</b> |
| <b>35832 001      Exp      HOURS ARR      BNGL 615</b>  | <b>Gonzales</b>  |
| Supervised on-campus or off-campus employment in a branch of journalism or a closely allied field.<br><i>ADVISE: JOUR 24, Repeat: Maximum credit: 4 units.</i>  |                  |
| <b>Jour 36: Advanced Reporting</b>  | <b>3.0 units</b> |
| <b>37835 001      Lec M      6:30 – 9:20 p.m.      HC 202</b>   | <b>Staff</b>     |
| Advanced concepts of news gathering, interviewing and writing. Students will be assigned beats covering neighborhood communities and local government. Extensive research, interviewing, meeting coverage and writing involved. Students will improve and expand their news gathering and writing skills.<br><i>ADVISE: JOUR 21 CSU</i>   |                  |
| <b>Jour 37: Intro to Photojournalism</b>  | <b>3.0 units</b> |
| <b>34104 551      Lec. W      6:30 - 9:20 p.m.      Mission Campus/Rm. 217</b>  | <b>Lifland</b>   |
| Emphasizes concepts of photojournalism such as news and feature photography. Assignments will involve photographing people and visual storytelling at a level appropriate for publication such as in campus publications. Access to Single Lens Reflex (SLR) digital or film camera required.<br><i>ADVISE: PHOT 51 or demonstration of equivalent knowledge. CSU</i>   |                  |



# FIND YOUR DIRECTION

## JOURNALISM 29

Magazine Editing and Production

Monday 6:30 – 8:20 pm

Spring and Fall Semesters

CCSF Mission Campus

For more information

415.920.6044

[www/etc-magazine.com](http://www/etc-magazine.com)

etc  
magazine

